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ABSTRACT

Intended as a companion to "Our Code of Ethics at Work" (Anne Stonehouse), this booklet has been written as a resource for people conducting workshops or training sessions in early childhood education. The suggestions provided will assist in making the Australian Early Childhood Association Code of Ethics more concrete and help early childhood educators see how the code can be applied to their real working lives. The ideas and activities presented will be a useful resource to wide variety of people who are involved in professional development and are concerned with the provision of quality programs in early childhood, including workshop leaders, tertiary educators, and children's services directors. The booklet outlines or describes: (1) a variety of activities that might be used in workshop sessions, (2) some hints on getting sessions started, (3) some suggestions for ongoing or follow up projects or work, (4) some ideas for session evaluation, (5) an annotated bibliography of useful reading and resources, and (6) a collection of examples of typical ethical dilemmas. These dilemmas are numbered and are referred to throughout the booklet as examples of situations that might be given to illustrate a point or start discussions. The workshop activities are grouped under three headings according to the role they might play in facilitating participant involvement. They are: consciousness-raising, role plays, and debates. (TJQ)

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GETTING ETHICAL

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Lyn Fasoli
and
Chris Woodrow

A Resource Book for Workshop Leaders

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GETTING ETHICAL

A Resource Book for Workshop Leaders

Lyn Fasoli and Chris Woodrow

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INTRODUCTION

This booklet is intended as a companion to an earlier one, "Our Code of Ethics at Work", (Stonehouse, 1991) in which the author described the Australian Early Childhood Association Code of Ethics, how it was developed and raised issues related to its role. If the Code of Ethics is to have the maximum impact in the field, it must continue to have a high profile and be actively promoted and discussed. Those working in the field must see the links between the set of lofty statements about ideals, and the application of this to their everyday work experiences.

This booklet has been written as a resource for people conducting workshops or training sessions. The suggestions provided will assist in making the Code more "concrete" and help people see how it can be applied to their real working lives. The ideas and activities presented here will be a useful resource to a wide variety of people who are involved in professional development and are concerned with the provision of quality programs in early childhood, including workshop leaders, tertiary educators and children's services directors.

Consideration of the ethical dimensions of working with children, families, other professionals, colleagues and the community can be a very worthwhile and satisfying professional development exercise. Anyone working in the field, irrespective of their qualifications, level of experience or role can be meaningfully involved, although the particular characteristics of the participants will influence both the aims and activities in any session. There is some anecdotal evidence to suggest that the younger and/or less experienced personnel may be less likely to conceptualise the need for or the content of a code of ethics. In this case workshops may need to focus primarily on aspects of good practice and what constitutes quality programs for young children.

People planning sessions based on the suggestions in this booklet will need to remember that they are guidelines and suggestions only, and will need to adapt them according to the needs and characteristics of the participants. Experience has shown that different groups react differently and leaders will need to be sensitive to reactions and flexible in their approach, particularly where staff are new to the field or work in related fields not primarily concerned with the day to day care of young children.

This booklet outlines and describes a variety of activities that might be used in workshop sessions, some hints on getting sessions started, some suggestions for ongoing or follow up projects or work, some ideas for session evaluation, and annotated bibliography of useful background reading and resources, (Appendix B) and a collection of examples of typical ethical dilemmas (Appendix A). These dilemmas are numbered and are referred to throughout the booklet as examples of situations that might be given to illustrate a point or get people started.

The workshop activities are grouped under three headings according to the role they might play in facilitating participant involvement. They are:

- CONSCIOUSNESS-RAISING
- ROLE PLAYS
- DEBATES.

Evaluation suggestions and follow-up activities are also included.

Consciousness-raising activities are useful for orienting participants to the topic. They are especially important when working with people who have never discussed ethics or ethical behaviour.

Role plays allow participants to "take on" ethical dilemmas in a hypothetical and non-threatening way.

Debates enable participants to address all the arguments associated with a particular dilemma in a structured way.

Role plays and **debates** are more appropriate strategies to use when participants are comfortable with ech other, and have had opportunities to reflect on at least some of the related issues. They can be very powerful tools to help people identify and confront difficult and significant issues.

GETTING STARTED

Consider circulating some reading material prior to the sessions. This helps participants feel clearer about what might be covered in the session. The annotated bibliography at the end of this booklet can be used by leaders to familiarise themselves with the topic, and to choose a reading to send out to intending participants. You will probably also want to circulate the Code prior to the session so that participants are familiar with it. They would need to bring this to the session.

It is important in any workshop that participants are oriented to the session, are clear about its aims or purposes, and feel comfortable in the group setting. The latter is particularly important when participants are engaged in discussion of issues such as values, ethics and appropriate and inappropriate professional behaviour. Endeavour to create a non-threatening atmosphere where participants feel comfortable enough to share freely without fear of criticism or judgement. Plan welcoming actvities to complement the sorts of experiences suggested in this booklet, and find out if participants have previously considered some of the issues.

When planning a session, consider the mix of participants,for example,are many of the participants from the same settings? Are they all similarly qualified or is there a diversity of professional experience and expertise within the group? Have they been involved in discussing ethics before? These factors will almost certainly influence the planned structure of your workshop. There are some excellent resource books available that contain ideas for structuring workshops and leaders might want to consult these for ideas to use in conjunction with the activities suggested in this booklet. Some to start with include: Watson et al (1980), *Structured Experiences and Group Development*, Pfeiffer and Jones (1969), *A Handbook of Structured Experiences for Human Relations Training*, Scannel and Newstrom, (1983), *More Games Trainers Play*, (See Reference List for publication details).

If participants are unfamiliar with the Code, it would be a good idea to discuss the Code at the beginning of a session and give a brief history of its development.

Obviously, the less experienced participants would benefit from and enjoy more intense involvement in the consciousness raising kinds of experiences, whereas members of a group who have explored related issues previously, and who have worked together before, would find activities such as the role plays and staged debates both challenging and appropriate.

Planning a series of workshops involving the same participants over a period of time (say at six weekly intervals) has real potential to facilitate the professional growth of participants because it allows for time to reflect, reconsider and observe. When a series of three workshops over several months was conducted by one of the authors, it seemed that participants were able to contribute meaningfully to the discussions with pertinent examples that they had observed over time in their workplace or work situations. This added a useful tension and realism to the discussions.

Things To Watch Out For

When groups begin to discuss real life situations, confidentiality is very important and you will want to stress this at the outset. You will also need to be sensitive to individual reactions and steer participants away from judgemental behaviour and statements. There can be a tendency for one or two "dilemmas" to dominate the discussion. You will need to make a decision as to whether this is appropriate or not.

Using the collective wisdom of the group to resolve a real life ethical dilemma can be an extremely useful outcome. Equally importantly, groups and individuals should be encouraged and helped to use the Code as a resource when resolving the dilemmas they face in their work situations.

CONCLUDING THE SESSIONS

It is very important to wind up sessions by clarifying what has been achieved and relating this to the stated aims and purposes. Just how this is done will depend very much on both the structure of the session and what actually occurred. Certainly some attempt at summarising the session should be made. Ideally links should be drawn between the intended purpose and what actually took place. However, don't be disappointed if by the end of a session issues are not clearly resolved. Issues related to ethics and ethical behaviour are complex and rarely clear cut.

Additionally you may want to get the participants to evaluate the workshop and some suggestions for how to do this follow the activities in this booklet.

WHERE TO NOW? — FOLLOW-UP ACTIVITIES

Participants often become quite excited by the end of a session and want to continue exploring the issues and dilemmas raised. If this happens you might suggest that the group meet again. Alternatively, participants may want to establish informal networks to support each other and act as sounding boards for each other's dilemmas. In this case you might compile a name, address, and telephone contact list for these participants.

Some ideas for a follow-up session might include the following:

- Ask participants to keep a journal of ethical situations encountered in their workplaces. These can be brought along to a session where they can be shared and discussed. Ways of using the Code as a tool for resolving these situations can also be explored. This can be especially interesting when group members come from a variety of work situations (eg kindergarten teachers, child care workers/directors, bureaucrats and administrators and tertiary educators). In this way participants can gain increased awareness and understanding of their colleagues' roles and perspectives.

- Establish Ethics Reference Groups within regions. These groups could act as contact points for others with ethical concerns, accept responsibility for ensuring ongoing dialogue about the Code and mount continuing workshops.

- Explore in greater depth the parameters of what constitutes acceptable practice and define and describe developmentally appropriate practices.

- Share experiences related to the inservicing of colleagues on the Code of Ethics in participants' workplaces.

- Explore ways that the Code can be promoted both within the profession and in the general community.
- Critically examine the Code and monitor its effectiveness and appropriateness to the profession it serves.

MAKING THE CODE LIVE

The AECA Code of Ethics will only achieve its potenial if it is perceived as a living and dynamic set of statements and is seen to be relevant to the reality of people's work experiences. We hope that through workshops such as those described in this booklet, people will question and confront their professional values and come to grips with some of the ethical dimensions of their practice. They might also gain a greater understanding of the role of a code of ethics and have some knowledge of how to use the AECA Code of Ethics as a tool in resolving some of the tricky situations that they encounter in their workplaces.

ELEMENTS OF THE WORKSHOP

Orienting and Consciousness Raising Exercises

To get group members in the right frame of mind to begin reflecting on their attitudes and practices, you will want to start the workshop with one or two activities designed to do this.

1. Ourselves in Their Shoes

This activity helps to sensitise people to the viewpoint of the child and to values and attitudes they hold towards children. The material is taken from a booklet published by the Lady Gowrie Child Centre Melbourne (1981) and written by A. Stonehouse. Cartoon pictures humorously illustrate common examples of high-handedness and oversights in our treatment of children.

Procedure

- You will need a copy of the booklet, available from AECA or the publisher. Select some of the illustrations and make overheads of them to show to the group[1]. Familiarise yourself with the script and the points being communicated.
- Talk about what it is like to be the child in each situation.
- Ask participants if they have ever experienced this kind of insensitivity from others when they were children or as adults.
- Get their examples and encourage them to empathise with this situation.
- After you have gone through the pictures talk about the values that underlie these attitudes people have towards children. For instance, what does it say about us as adults when we can't trust children to choose their own clothes, when we insist they share a treasured possession, etc?
- This process should reveal the double standards we employ in our dealings with children.

Variations
Ask participants to watch adult-child interactions in their programs, at the supermarket, in their own homes, etc. These examples can be brought back for discussion at a future session.

2. The Hate List

This activity helps participants think about common practices, and it helps them define their "bottom line" of acceptable and unacceptable behaviour towards children. It allows them to draw on real situations, admit their feelings about practices and issues, highlight contradictions in practice and helps them clarify why they feel uncomfortable about some practices.

Procedure

- Ask participants, either in large or small groups, for brief examples of incidents they have observed that have made them feel very uncomfortable. For example, children being shouted at, parents being asked to wait outside, adult directed art activities.
- Write these down and use them to generate the opposite, positive statements about appropriate practice and behaviour.
- Classify statements according to the Code categories (children, family, colleagues, community and self). Participants can see how real examples fit within the Code. Identify and discuss contradictions in their own practice.

Examples

To get discussion started you may need to offer one or two examples of typical situations that children's services workers dislike. Examples may be found in the list of ethical dilemmas provided in Appendix A. For example, number 2:

> A father comes to see you, complaining that his seven year old son has been allowed to dress up all day at school and he doesn't like it. He is furious. "You're supposed to be teaching him to read and write, not dress up like a girl!" Do you discourage the child from playing dress ups?

Other examples that could be used are: **9 18 26 29**

Role Plays

Role plays are useful techniques and are often a lot of fun, but participants do need to be comfortable doing them.

Role plays allow participants to personalise hypothetical situations. This makes these situations feel more realistic and allows people to take part in active discussion that imitates a real scenario. They also help people to interact with each other, to respond quickly, and "to think on their feet". They allow participants to take a position that is not necessarily their own and may remind people of real situations they have previously encountered. However, for this reason they may be upsetting if not sensitively handled. Care must be taken to allow the person who has taken on a role to come out of that role completely before moving to another activity.

The following activities are variations of role plays.

1. Ethical Pursuits

This game helps participants become aware of:

- what constitutes an ethical dilemma;
- the degree to which different early childhood services share the same kinds of ethical dilemmas; and
- the types of ethical dilemmas experienced by early childhood professionals in areas other than one's own.

Procedure

- Working in small groups of 4 or 5 people, participants are each given a slip of paper with a different ethical dilemma on it, and a response card with either **Yes, No** or **Depends** written on it.
- Each player must read out their dilemma and then defend their given position on the response card. Other members of the group challenge their arguments. This continues until the arguments are exhausted and each participant has presented "their" dilemma. It is not expected that the ethical dilemmas will be resolved.
- Participants can then jot down real life situations that come to mind during the discussion and share them with the whole group.
- Dilemmas can then be classified according to certain categories such as those that involve:
  - personal versus professional values/beliefs/preferences
  - whistle blowing (ie those that involve informing on others)
  - referrals to other agencies or professionals
  - information management (ie who needs to know, who should be involved?)
  - unprofessional behaviour
  - confidentiality

(These categories were identified by Feeney and Sysko (1986) in their analysis of reader response to a survey undertaken through the Journal *Young Children).*

This exercise may help clarify what actions need to be taken in resolving dilemmas and can lead to identifying and discussing the most appropriate follow-up action and the longer term implications. Remember though to be sure to allow time for each player to be debriefed.

Examples

See examples of ethical dilemmas in the Appendix, numbers: **1 3 5 20 37**

Variations

Identify individual Code items that relate to a particular dilemma discussed. This process highlights the fact that dilemmas often involve the conflict between the rights of the parties involved. Decisions must be made with an awareness of both the rights of all parties and the impact of decisions.

2. Performance Role Plays

Performance role plays are even more personalised and can be more threatening for participants than the previous activity. They do allow participants to experience the situation very personally and to become aware of their own reactions and positions. Debriefing of roles is very important.

Procedure

- Provide or generate a situation involving an ethical dilemma.
- Construct and perform a role play involving the main players. Others may participate by "coaching" the actors during the "performance" (this makes it less stressful for the performers).
- After the role play ask players to respond to the arguments, positions presented, and discuss the issues raised.

Examples

See examples of ethical dilemmas numbers: **4 6 10 28 35**

Variations

It may be more appropriate, depending on the confidence and experience of the group members, to divide into small groups and ascribe to each member a role, eg parent, teacher, principal, advisor, child, etc. Ask one person to watch and record. Each group is given the same dilemma and during and ensuing discussion, the observer records the main points raised. These can be shared in the larger group, and in this way the main arguments are generally identified and canvassed. Players need only play to each other in a small group which reduces anxiety and yet involves everyone.

Note: When using role plays, it is important that workshop facilitators be sensitive to their group and able to help participants see the point of the exercise.

3. Hypothetical Hyper-ethicals

This game is a more elaborate form of role play. Each participant takes a role and explores the feelings, attitudes and actions of a person in that role towards a specific ethical dilemma. All the stakeholders that could conceivably be involved in a real life dilemma are represented by participants. As the facilitator you will need to be aware of and identify the various stakeholders before the game. Think through the possible arguments so that you can direct the role play. Watching the very popular ABC television program "Hypotheticals" would be an excellent preliminary exercise for you.

Procedure

- Choose an ethical dilemma.
- List the possible stakeholders in the issue embodied in the dilemma.
- Explain the procedure to the participants and ask them to arrange themselves in a large circle.
- Choose one person to start by explaining the background to the dilemma and assigning them a role. For example:

> Jane, you're a child care worker in the Little Wallabies Growth and Learning Centre in a small town in Australia. A friend who is visiting from Sydney tells you she knew one of your co-workers at the centre her child attended. This person was fired from the centre for suspected child abuse. You go to work the next day and you have to decide what, if anything, you will say to your director. Will you say anything? What will you say?

Then choose a centre director, a parent who is worried about child abuse, a social worker, and so on. You can invent details to stir up more need for action if participants

are being cautious. You can invent more stakeholders, more incidents and direct it in any way you decide, in order to force the issue to be clarified.

- At some point you could use the Code to challenge participants with a specific code item that relates to the issue.
- When you have thoroughly explored all actors' positions and actions you can stop the game and discuss the issue in a more distant and objective way.

Variation

A variation of this game could be to actually stage the game by nominating actors and allowing them to play out their roles in practice sessions and then use the resulting performance as a staff development exercise, a parent meeting focus, a presentation to a government department (be daring, have a go!)

Examples

See examples of ethical dilemmas numbers: **4 23 24 33 34**

Debates

This activity aims to fully explore the range of arguments associated with various ethical dilemmas. It will also lead to the Code of Ethics as a reference point for considering possible action to be taken.

1. Pros and Cons Game

- Divide into 2 groups and arrange them in 2 lines facing each other.
- Pose a dilemma and tell *one side* to defend a position by giving supporting arguments. Tell the others to think of arguments against that position.
- One side can start by posing an argument for their position, and anyone from either side can speak out at any time. It is usually a slow process at first but as people hear each other's statements they think of their own. Crazy arguments as well as serious ones come out. This is acceptable as it gets the process going.
- After most arguments have been put, tell each side to now take the opposite side of the argument.
- Repeat the procedure until participants run out of arguments.

(It is usually difficult to change sides and there will be some quiet time while people readjust.)

This exercise helps people see that many of their arguments and their commitment to those arguments can be influenced by the position they take at the outset. It also forces them to see both sides on an emotional as well as intellectual level.

Examples

See examples of ethical dilemmas numbers: **12 13 15 22 25**

2. Formal Debate

This approach can be used with any group of fairly confident and articulate participants. The formal debate imposes a structure that ensures a good coverage of the issues associated

with a dilemma. If you are meeting with a familiar group more than once this activity could be set ahead of time to allow for preparation of arguments. Provide the Code so that participants can use it to support their arguments.

Procedure

- Select two small groups of debaters (3-4 people in each group).
- Pose a dilemma, asking each group to take opposing positions.
- Ask each group to put arguments to support their position. Suggest that they use the Code to justify their positions.
- Ask each group to sum up their arguments.

Through discussion after the debate:

- Explore the implications of each argument and particularly how the dilemma would affect the participants in their personal work circumstances.
- If it has not come out in debate relate the dilemma to acutal relevant items in the Code of Ethics.
- Define what action could be taken as a result of the discussion and what possible outcomes this action might have.

Examples

See examples of ethical dilemmas numbers: **8 17 19 27 31**

3. Expert Debates

Expert debates provide an opportunity to show participants that people at all levels of professional development have to deal with ethical dilemmas. It is better suited for larger groups of participants. Select "experts" from the profession or the community at large who are familiar with the arguments associated with a pre-determined ethical dilemma and ask them to debate the issue in front of an audience. The level of debate should be more complex and extensive than is possible with unprepared debates. It will give the audience the opportunity to see people wrestle with an issue without needing to become involved personally, thus allowing objectivity in considering issues.

Procedure

- Stage a debate using a group of experts. Staff from the local TAFE Child Care or University Early Childhood Course, personnel working in children's services, in government departments, and health professionals, etc. may be invited to participate.
- Run the debate along fairly formal lines so that opposing sides are given maximum opportunity to put their positions clearly.

To follow the debate a number of different approaches are useful:

- Discuss the outcomes with the audience to gauge their reactions.
- Ask for questions from the floor to clarify group concerns.
- Break into small groups with debaters as group leaders to further explore the implications for individual services.
- As a large group highlight Code items that were used to defend each position.

Variation

Videotape the debate to be used at a different time.

Examples

See examples of ethical dilemmas numbers: **6 7 21 30 36**

EVALUATION

It is important to get participants to think about what they have gained from the experience and for you to determine how well you have met your objectives.

There are a number of ways to do this:

1. Ask them to tell each other what they will remember most about the experience.
2. Provide a feedback sheet that requests information about:
   - the games played and their usefulness to participants;
   - the Code of Ethics and its application in their workplaces;
   - their awareness and understanding of ethical dilemmas.
3. Ask them to draw or create a representation of what the experience has meant to them personally. Provide collage material, crayons, paints, magazines, etc.
4. Provide a sheet with formula sentences to finish:
   I learned most about . . .
   I would like to know more about . . .
   I was confused about . . .
   I feel confident about resolving these sorts of dilemmas, for example . . .

APPENDIX A

Examples of Ethical Dilemmas

The following examples are provided to give workshop leaders some ideas on relating the Code of Ethics to everyday dilemmas. Workshop leaders should be able to think of many other examples that could be used.

1. A parent in your program comes and stays for a number of hours with her child every day. She is not actually much help as she tends to talk to you a lot. Her child seems to be thriving nonetheless. Do you encourage her to stop coming?
2. A father comes to see you, complaining that his 7 year old son has been allowed to dress up all day at school and he doesn't like it. He is furious. "You're supposed to be teaching him to read and write, not dress up like a girl!" Do you discourage the child from playing dress ups?
3. A child's parent comes to pick her up. It is obvious from her slurred speech and clumsy movements that she has been drinking heavily after work. Do you say anything to her?
4. A local Council is willing to build a playground with expensive plastic playground equipment in the main town park. Your parent body is thrilled. The Council asks you to sit on a committee to advise them on the construction of the playground. You are aware

of an area on the fringe of town, where quite a few families live, which barely has a water supply much less a playground. You wish the money could be spent on providing basic facilities rather than on a playground. Do you accept the position on the committee?

5. You are tired and it has been raining for 4 days straight. A colleague tells you she has a "Ninja Turtles" video that goes for an hour and a half that you could use after lunch. Do you take her up on her offer?

6. You find out through the grapevine that a former colleague has been reported for child abuse. Do you say anything to your parent body?

7. A student from a non-English speaking background is in your early childhood course. He has consistently received glowing reports in his field world and is attentive and constructive with comments in class. The problem is that he is always on the borderline of failure with his written work. On his last assessment he didn't quite scrape through with a pass according to the criteria you had set. Do you mark him more leniently and give him a pass?

8. Your superior asks you to submit a list of names of children who deserve special recognition for good behaviour, outstanding performance, etc. These children will be given awards at a weekly gathering of all children and staff. Will you submit the names?

9. You are becoming increasingly annoyed and concerned at a colleague's open hostility and harshness towards children. Do you ask her to stay back after the program is finished and talk to her?

10. Your superior is very intolerant of noise, even the modest noise of children happily playing. you have been reminded several times that noise is counter-productive to learning and that your group is considered far too noisy. Do you try to keep the children quiet?

11. During a shopping trip on Saturday you meet a colleague who launches into a lurid tale concerning a family who uses your program. Do you listen?

12. You are asked to help out in organising a national early childhood conference to be held for the first time in your own town during the holiday break. You would like to help but you would also like to just forget about work and relax on your holiday. What do you say when asked?

13. You are asked to take yet another student on Practicum. You have already had 2 students this semester and feel you need a break, particularly because you have a new staff member in your area who you know will need your help. You are aware that the course is hard pressed to find placements of high quality for their students and that they resort to using centres of questionable standards when they can't find enough suitable places. Do you take the student?

14. You work in the room next door to a colleague who yells constantly and from the sound of it uses very punitive discipline. One of the parents from her room comes to you and asks that you help her transfer her child into your room. Do you help?

15. Your co-worker takes the approach that when children fight you must leave them to sort it out themselves. The children fight a lot. You are not happy with the way the children treat each other, and while you agree that children can learn to sort out their differences, they need certain skills before they will know how to do it. This is beginning to infuriate you because you are the only one who deals with fights. Do you, as the qualified worker in the team, tell your co-worker to do it your way?

16. After a long stretch of quite good behaviour you discover that a certain child has been stealing parts of lunches from others. From your experience with the family you know that the child receives a severe belting when the family thinks something wrong

has been done. Do you find yourself never getting around to speaking to the parents about this incident?

17. The local uranium mining company has offered to subsidise your next state conference so long as you use their logo on your flyer. Do you accept the $10,000?

18. In the staff room a colleague constantly refers to a child as "that obnoxious brat". You feel this attitude comes through to the child in their interactions but you also find it extremely difficult talking to this particular colleague. Do you decide to speak about her to your superior?

19. Two children arrive in town with the circus. They want to enrol in your program for one month. According to records they have brought with them they have attended 26 different schools and centres over the last 3 years. You are distributing the books children take home for reading each night. You hesitate before you give them their books. You recall the massive fundraising efforts made during the year to build up the lending library. Do you give them books?

20. There are two inservice activities scheduled for the same day. One is on program planning which you have been very keen to attend. The other is about building self esteem in children. Your untrained co-worker expresses interest in this second inservice. Do you forego your choice to enable your co-worker to attend?

21. Your parent committee would like to spend the significant sum of money they have raised on a new early learning curriculum package that stresses early academic skills. You believe that the children need more opportunities to go on excursions and have real firsthand experiences to draw on in their play. At the meeting last night your idea is dismissed as irrelevant and a waste of money. Do you bow to the wishes of the parent group?

22. Whenever you are away from the program for a day at an inservice activity you return to find the children have run riot. Do you go to the next inservice?

23. A child diagnosed as having AIDS is enrolled in your program. At a recent meeting of the parent group they decide that the risks are too high for their children and demand that you remove the child. Do you?

24. You are handing around the food that parents have provided for the Christmas party. Suddenly you notice that Ali, who is from a strict Muslim family, has just finished eating a ham sandwich. Do you tell his parents when they come to pick him up?

25. You are a new staff member in a centre where the supervisor believes that children should be expected to "learn their manners!". If children forget or refuse to say "thank you" you are instructed to gently but firmly refuse to allow them to take the food you are offering. Do you go along with this for a while because you are new?

26. A parent tells you not to give her 19 month old his dummy any more because she thinks it is unhealthy as well as unsightly. He is inconsolable at sleep time each day and cries and screams for hours. Do you decide to give him the dummy just at sleep time?

27. Every day Shelley brings chocolate milk and chips for lunch. Do you ask her parents to provide a more healthy diet?

28. Children in your group are running under the sprinkler. Some of them take off all their clothes. Do you let them play naked?

29. As a locally recognised early childhood professional you are asked to judge a fancy dress competition for young children being held during Australia Day festivities. Do you agree to judge the competition?

30. A child tells you, "My sister sleeps with Daddy in his bed". Do you tell anyone else this information?

31. A mother takes you aside one day and says, "My husband and I are having some hassles. I think he's seeing someone. Look, I know you aren't a counsellor but I feel so comfortable talking to you. Do you have some time I could come and see you to talk about this? I'm desperate!" Do you agree to talk to her about her marriage?

32. At a dinner party someone you don't know says, "Imagine those creche workers getting a rise! What a cushy job, watching babies play all day. Wish someone would pay me to sit around all day." Do you take this person and his attitudes on?

33. Often relief staff either cannot be found or simply are not called in order to save money. This happens so often you are feeling seriously annoyed and exhausted from all the extra work. Do you report it anonymously to the authorities?

34. You are told by a child in your group that a former employee made sexual advances towards her. Do you report this to the parent group?

35. A new child in your program, having cried literally all day, has settled down in the last hour and is now chortling and grinning at everyone. Do you tell the parents about the 7 hours of crying?

36. You are asked to support a one day strike by union members by not going to work on a particular day. They are striking in protest about inadequate licensing requirements for staff-child ratios in baby groups. Do you strike too?

37. There is a move to get participation in inservice education activities recognised within a Family Day Care Scheme with caregivers who have participated being able to charge substantially more per week. Do you support this move?

APPENDIX B
Annotated Bibliography

Australian Journal of Early Childhood: Professional Ethics: The issues. Stonehouse, A. (ed) (1991) **16** (1) Watson, A.C.T.: Australian Early Childhood Association.

This themed edition of the Journal focusses exclusively on the AECA Code of Ethics and issues relating to it.

Stonehouse and Creaser (7-10) provide an overview of the development of the Code and raise issues related to its role and implementation.

Ashby (11-16) highlights and reviews statements and articles in the Australian early childhood literature over the last thirty years relating to "best practice" and statements of values. He concludes that significant shifts in thinking in relation to professional obligations and responsibilities have taken place.

A useful distinction between the law and ethics is made by **Coady** (17-20). The article explores the role of sanctions in codes of ethics and issues related to enforcement. Different types of codes are discussed.

Honey (22-23) explores the concept and place of a code of ethics for early childhood in the context of increasing interest in the field of applied ethics generally and explores reasons for this. Honey challenges the field to balance the interests of clients and professionals.

In their article, **Rodd and Clyde** (24-34) report on research undertaken to examine the ethical dilemmas faced by Australian early childhood professionals and to explore general

attitudes to professional concerns. Three areas are highlighted in their results: the field's perception of the need for a code of ethics; the response rate of particular respondents; and the area of conflicts between parents and professionals. The authors discuss these and other findings.

Using the code of ethics as a vehicle for inservice is the theme of the article by **Woodrow, Ryan and Harley** (35-39). The article reports on the structure, process and outcomes of a workshop series held for early childhood professionals over a number of months. The authors claim that participants were, as a result of their involvement, able to reflect thoughtfully on their practice, their relationships with colleagues and on their role in the profession as a whole.

The final article, (40-42) Professional Ethics in Early Childhood Education, by **Feeney and Kipnis** reprinted from *Young Children*, **40** (3) is referred to below.

Feeney, S. and Kipnis, K. (1985) Professional ethics in early childhood education. *Young Children* **40** (3), 54-56. Washington: NAEYC.

This article explores difficulties experienced by early childhood professionals in taking best decisions. A typical situation is explored from a number of different perspectives and the authors demonstrate how a code of ethics might help this decision-making process.

Feeney, S. and Sysko, L. (1986) Professional ethics in early childhood education: Survey results. *Young Children* **41** (4), 15-20. Washington: NAEYC.

This article reports on reader responses to a national reader survey on ethics conducted through the Journal *Young Children*. The authors profile respondents, identify the ethical issues, rank and categorise them and explore the dimensions of the ethical concerns. The categories that they determined might be good to use in workshop situations where participants are identifying their ethical concerns.

Feeney, S. (1987) Ethical case studies for NAEYC Reader Responses. *Young Children* **42** (4), 24-30. Washington: NAEYC.

This is an article posing six classic dilemmas to worker in the early childhood field and asking readers for their responses. The reader is given guidelines for discussing the dilemmas and asked to make responsible decisions about what a good early childhood educator ought to do in each situation.

Katz, L. (1980) Ethics and the quality of programs for young children. S. Kilmer (ed.) *Advances in Early Education and Day Care*. Greenwich, Connecticut: Aijai.

Katz asks the question: "What is right rather than expedient? What is good rather than simply practical? (What do we believe are) acts in which members must never engage or condone, even if those acts would *work* or if members could *get away* with them, or acts to which members must never be accomplices, bystanders, or contributors?" (p 139). She discusses the complexity of ethical behaviour for an early childhood professional.

Katz, L.G. and Ward, E.H. (1978) *Ethical Behaviour in Early Childhood Education*. Washington, DC: National Association for the Education of Young Children.

A range of issues of ethical ambiguity for the early childhood practitioner is discussed. These include issues that deal with parents, children, colleagues and employment agencies. The need and justification for a code of ethics for the early childhod profession is defined.

Kipnis, K. (1987) How to discuss professional ethics. *Young Children*, May, 26-30.

Kipnis discusses ethics "as a useful human activity" (p.27) and helps us to understand the origins of our ethical standards. He suggests that the ability to reflect on ethical problems can be enhanced by developing procedures and standards for assessing ethical dilemmas.

Strike, K.A. (1988) *The Ethics of Teaching*. Phi Delta Kappan, Oct, 156-158.

This article focuses on teachers of school-aged children and uses as examples of ethical dilemmas situations encountered by teachers in schools. Strike suggests a format for identifying ethical dilemmas and appropriate responses. He explains how teachers can "think through" each of the dilemmas by using logical, ethical reasoning and by applying ethical principles.

Stonehouse, A. (1991) *Our Code of Ethics at Work*. Resource Booklet No. 2. Watson, A.C.T.: Australian Early Childhood Association Inc.

This booklet introduces the Code of Ethics. Issues such as what the code might achieve, who it applies to, how it will be enforced and how a code differs from regulations and legal obligations are explored. The Code of Ethics is reproduced in this booklet.

Young Children Survey and Response Articles

A series of three articles report on the responses of readers and identified experts of *Young Children* to three ethical dilemmas posed in a previous article (see *Young Children* May 1987 for the original article). The philosopher Kenneth Kipnis provides his opinions. The three articles concerned are:

- The Working Mother, Nov 1987, **43** (1) which includes a commentary by Lilian Katz;
- The Aggressive Child, Jan. 1988, **43** (2) with commentary by Bettye Caldwell;
- The Divorced Parents, Mar. 1988, **43** (3) with commentary by Sue Spayth-Riley.

These articles help readers appreciate the complexity of the issues involved and clarify the professional stance taken on such issues.

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Stonehouse, A. (1981) *Ourselves in their Shoes*. Melbourne: Lady Gowrie Child Centre.

Watson, H.J., Vallee, J.M. and Mulford, W. (1980) *Structured Experiences and Group Development*. Canberra: Curriculum Development Centre.

1. The Lady Gowrie Child Centre Melbourne has given permission for the illustrations from Ourselves in Their Shoes to be reproduced on overheads providing the source is acknowledged on each overhead.